|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Title: | |  | | | | | | | | | |
| **Teacher:** | D. Lehr | | **Hour: Periods 4 & 6** | |  | | | | | | |
| **Unit: Narrative writing** |  | | **Date: Unit 3, wk 2** | |  | | | | | | |
|  |  | | **Target Grade Level: Middle school (8th)** | | | | | | | | |
| **Course: Language Arts** |  | |  |  | |  |  |  |  |  |  |

|  |  |
| --- | --- |
| **Learning Target(s):** | Use description of setting to help establish the mood in your novel. |
| **Criteria for Success:** | Students can see how word choice helps set the mood for a scene;  Realize the importance and relevance of setting in creating mood |
| **Progression of Learning:** | Prior knowledge- provide students w/ word bank of “feeling” words to define various moods.  Follow up to lessons that define setting/ mood/tone- review is application to novel. |

|  |  |  |
| --- | --- | --- |
| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| S3. Writing and composition:  3.1 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  3.1.a.ii  3.1.a.vii  3.1.a.ix | * Collaboration and Teamwork * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity * Self-Direction * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | S 1- Creativity and innovation  S 6- Technology Operations &Concepts |

|  |  |  |
| --- | --- | --- |
| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| As intro lesson, groups are mixed ability w/ H, M, L level students in each  As targeted practice, can match similar levels to provide scaffolding and support for L groups. |  |  |

|  |  |  |
| --- | --- | --- |
| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| Photo websites, such as Flickr, Google Earth, or student created folders with uploaded photos they took. |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Vocabulary** | **ELL Strategies** |
|  | Setting  Tone  Mood  “feelings” word bank | Use word banks and photos to help build academic vocabulary  Partner ELL students with native English speakers |

|  |  |  |
| --- | --- | --- |
|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | Display photo on flat screen of unique setting, such as an abandoned building (scary is good). |  |
| **Introduction** | Ask students to discuss what they see w/ shoulder partner. *How does this picture make you feel?* | 3 min |
| **Direct Teaching** | Review of lit terms from last week  Model example of relationship of setting= mood by reading descriptive passage aloud to class, while displaying several images on flat screen. *Which photo seems to match the description? Discuss how the description makes you feel*. | 5 min |
| **Guided Practice** | In table groups, give students a mood word, such as “scary”, “suspenseful”, “joyful”,etc.  For each word, the group must write a two to three sentence description of a setting that conveys that feeling. | 15-20 min |
| **Feedback** | Share what each group has written. Make a list of particularly strong descriptive words and phrases. Can do this on roll paper and post around room, as word banks for independent writing. | 10 min |
| **Independent Practice** | *Choose a mood you want to create in your story. Write it in your writer’s notebook.*  *Now look for photos online that reflect this feeling.*  *Which of these places could you use as a setting in your story?*  Use this as the starting point for listing descriptive words and phrases that can then be used to write a descriptive paragraph of setting that conveys this mood. | 15 min |
| **Closure**  **Extension** | Share what you wrote with your shoulder partner. *Can your partner determine the mood you wanted to show (without looking at your photo)? Now switch roles and listen to your partner’s description.*  Before logging out, save your settings photos in your server folder for use later in drafting your novel.  Students respond to settings photos posted by teacher on class blog by writing setting  descriptions for each photo that can be read and shared by class. Assess figurative  language, word choice students used to help create mood. | 5 min |